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MIDPROGRAM INTERVIEW AND EVALUATION STUDY

Agricultural and Home Economics
Extension Short Course

34 Participants

from

9 Participating Countries

Duration of Short Course:
August 11 to December 2, 1955

Time of Interview: October 21-28, 1955

Place of Interview: Lexington, Kentucky

Interview Conducted by:

E. H. Leker
Chief, Foreign Student Branch
Division of Extension Research and Training
Federal Extension Service

NAMES OF PARTICIPATING COUNTRIES, NAMES AND
TITLES OF INDIVIDUAL PARTICIPANTS

913715

<u>Country</u>	<u>Name of Participant</u>	<u>Title of Position</u>
BOLIVIA	Luis Antonio MENDOZA	Departmental Inspector of S.A.I., Extension Office, Cochabamba
BRAZIL	Henrique Pinto DA COSTA	Head, Extension Dept. of the Associação de Crédito e Assist- ência Rural (ACAR)
	Luis Albano Coelho DE SOUZA	Sec'y to the Seccao de Fomento Agricola da Secretaria da Agri- cultura do Rio Grande do Sul
	Arnaldo GAZZINELLI	Head, Supervised Credit Dept., ACAR
	Helio Hugo LOBO	County Agr. Agent, State Dept. of Agriculture of Parana
	Josemar Ferraz RODRIGUES	Local Farm Supervisor at Garanhuns
	Hans Georg SIPPEL	Agronomist, Secretaria de Agri- cultura do Estado do Parana
	Odracir STOLF	Extension Agronomist, Secretaria de Agricultura do Estado Parana
FORMOSA	Hai-tu TSAI	Junior Technician, Taiwan Pro- vincial Dept. of Agr. and Forestry, Taipei, Taiwan
	Yi-tao WANG	Professor of Agr. Economics at National Taiwan University, Taipei
	Rai-I YEH	Junior Specialist at the Taiwan Provincial Farmers' Assoc.
IRAN	Madjd'din HASHEMI	Chief, Agr. Extension Trg. Div., Ext. Dept., Ministry of Agr.
	Nosratollah KHATIBI	Aid to Deputy Minister who is supervisor of National Agr. Ext., Ministry of Agr.
	Miss Zahra MIR SAED SAMII	Translator for USOM/Iran; Adm. Asst. to Chief, Agr. Div., Candidate in Charge Home Ext. Program
PHILIPPINES	Salvador Fuentes BOLIVAR	District 4-H Club Leader, Bureau of Agr. Extension, Manila

<u>Country</u>	<u>Name of Participant</u>	<u>Title of Position</u>
PHILIPPINES (cont'd)	Guillermo Lusung CANLAS	Asst. Provincial Agriculturist, Bur. of Agr. Ext. DANR, Manila
	Miss Juanita M. CRUZ	Dist. Home Demonstrator, Bureau of Agr. Extension, Manila
	Nicomedes C. FLORES	Dist. 4-H Club Leader, Bureau of Agr. Extension, Manila
	Elpidio F. GALADO	Provincial Agriculturist, Bureau of Agr. Extension, Manila
	Miss Felicidad A. GALVEZ	Dist. Home Demonstrator, Bureau of Agr. Extension, Manila
	Miss Adadea E. MEDINA	Provincial Home Demonstrator, Bur. of Agr. Extension, Manila
	Salvador Taguba PACION	Provincial Agricultural Supervisor
	Santiago Mojica ROLLE	Associate Agriculturist, Bur. of Agr. Extension, Manila
	Marciso S. SIBAL	Provincial Agriculturist, Bur. of Agr. Extension, Manila
	Pio A. TADINA	Provincial Agriculturist, Bur. of Agr. Extension, Manila
	Telesforo A. VEA	Provincial Agriculturist, Bur. of Agr. Extension, Manila
	George Ureta ALBA	Administrative and Legal Officer, Nat'l Resettlement and Rehabili- tation Adm.
	Romeo Cesar ESPINO	Deputy and Exec. Officer, Economic Develop. Corps, Armed Forces, Philippines
SPAIN	Antonio Zuazua BERMEJO	Dir., Granja-Escuela "Jose-Antonio", Valladolid, Spain (farm with vocational school)
THAILAND	O-Pas CHARERNPAKDI	Land Cooperative Dist. Officer, Land Coop. Office, Nakorns- rithamraj, Thailand
	Jadoon KONGSAR	Junior Officer in Ext. Ser., Dept. of Agr., Bangkok, Thailand
	Pinit SUVARNAJATA	Junior Officer in Ext. Ser., Dept. of Agr., Bangkok, Thailand
VIETNAM	Miss Duong thi THUONG	Sec'y and bookkeeper to Mr. Duong thanh Chu of the Rice Farms in Saigon.

INTRODUCTION

A final interview and evaluation study has been conducted for a number of years with individuals and groups from foreign lands who have come to the United States for study. These evaluation reports have been of much value to the sponsoring organization and to the organizations and agencies who have assisted in the planning and supervision of programs of study. They have been a guide in making it possible to improve programs for other individuals and groups that come for study and have also served as an incentive for the visitors to give thought to how they will adapt things learned or observed for use in their home countries.

In recent months there has been a growing realization that some type of interview and study was needed at some midprogram point to determine if the objectives of the participants were being met and, if not, if time was still available for program adjustments which would be of help to the participants while still in the United States. In a few cases such midprogram evaluation studies have been made by Foreign Agricultural Service program specialists and/or Agency representatives and they have been very helpful.

This current study has been made with 34 participants studying agricultural and home economics extension to make further determinations as to the value of a midprogram study and to observe how findings would make it possible to make needed changes in programs so that objectives could be more fully met. In the current interview an effort was also made to secure recommendations for the improvement of orientation programs.

MIDPROGRAM INTERVIEW AND EVALUATION STUDY

"Agricultural and Home Economics Extension"
Short Course Group

Lexington, Kentucky
October 21-28, 1955

by E. H. Leker

This report covers the findings of a midprogram interview and evaluation study made with 34 extension workers from 9 countries currently participating in a training course in "Agricultural and Home Economics Extension." The studies made covered two fields of activity. The first dealt with the orientation process currently being followed to adapt foreign visitors for their program of study in the United States. The second study was with respect to the training program itself to determine if the objectives of the participants' program were being met and, if not, what adjustments should be made.

The prospectus which was prepared covering a training course in "Agricultural and Home Economics Extension" set up a 4-month period of study starting on August 11 and ending on December 2, 1955. The purpose of the training course was to afford an opportunity for agricultural and home economics workers from other countries to come to the United States to study extension work.

During the spring and early summer, it became evident that from 30 to 35 participants would be available for this study course. With this in mind the program planning committee planned a program which provided for the following periods of orientation and study;

August 11-26	Washington, D. C.
	Orientation Period.
August 29- Sept. 30	16 Participants in Mississippi 16 Participants in Kentucky
	Study of the Land-Grant College system and gaining field experience in extension work.
October 3-28	University of Kentucky, Lexington, Ky.
	34 Participants - A study course in cooperative extension work and relationships to other agencies and organizations.
October 31- November 4	University of Tennessee, Knoxville, Tenn.
	A training course in the use of techniques and methods used in a community development project.
November 7-11	North Carolina State College of Agriculture and Engineering, Raleigh, North Carolina
	A training course in extension information techniques and methods.
November 14-25	University of Kentucky, Lexington, Kentucky
	Summary, evaluation and application meetings and discussions.
November 28- December 2	Washington, D. C.
	Final reviews and evaluation studies. Preparation for departure for some of the participants while others continue with other program assignments.

NOTE: Mr. L. J. Horlacher, Associate Dean, College of Agriculture and Home Economics, University of Kentucky, served as Technical Leader for the entire group during the 4-month study program.

Mr. Herman J. Putnam, Leader, Extension Studies and Training, Mississippi State College, State College, Mississippi, served as Technical Leader for the group of 16 that gained their field experience for the 5-week period in the State of Mississippi.

SPECIAL NOTES ABOUT INDIVIDUAL PARTICIPANTS

Helio Hugo Lobo, Brazil, arrived in the United States on July 7 on a study program in "Grain Storage." He followed a study course in Indiana and Texas on grain storage prior to joining the extension group in Mississippi on August 29. He will complete his 12 months of study in Louisiana and Kansas prior to departure.

Miss Zahra Mir Samii, Iran, arrived in the United States on May 30 on a 12-month study course in Home Economics Extension. She participated in a study course in Colorado and Utah prior to joining the extension group in Kentucky on August 29. She will complete her 12 months of study in Delaware and New Mexico prior to her departure for home.

Mr. Nosratollah Khatibi, Iran, arrived 2 weeks late and, therefore, did not have an opportunity to participate in the Washington, D. C., orientation program. He will complete his 12 months of extension study at the University of Wisconsin.

Messrs. George Ureta Alba and Romeo Cesar Espino, Philippines, arrived in the United States on September 15 on a 6-month study course in "Land Development and Settlement." They joined the extension group at Lexington, Kentucky, on October 3 and continued with the group for the 4 weeks of study in Kentucky, 1 week in Tennessee, and 1 week in North Carolina. They will complete their study in Puerto Rico, Oregon, California and Utah.

NOTE: The primary interest of all other participants was cooperative extension work. The duration of individual training periods varied from a minimum of 3 months to a maximum of 12 months.

PREPARATIONS FOR AND PROCEDURES USED IN CONDUCTING INTERVIEWS AND MAKING EVALUATION STUDIES

Mr. L. J. Horlacher, Technical Leader, was contacted and arrangements made to conduct the interview and evaluation study during the period October 21 to 28. At this time the 5-week field program and 3 weeks of the 4-week short course program had been completed at the University of Kentucky. Assurance was given to Mr. Horlacher that the interviews would in no way conflict with the programs which had been planned at the University. Arrangements were made to conduct these interviews during the afternoons when no other program was in process and in the evenings. This procedure was strictly adhered to.

About 1 week prior to starting the interviews a meeting was held and was attended by Jack Nichols and Virginia Wilson of FAS and P. K. Hooker and E. H. Leker of FES. At this meeting, it was decided to prepare a questionnaire covering questions on the present orientation procedure and on the objectives which were outlined in the Program and Itinerary covering study programs which had been completed or were in the process of completion. E. H. Leker prepared the questions covering the orientation procedure and Virginia Wilson completed the balance of the questionnaire and proceeded to have it mimeographed. We were almost appalled when we found that we had a 15-page questionnaire but decided to follow through with it and see how successful we could be in getting complete answers.

E. H. Leker arrived in Lexington on the morning of November 21 and at 1:15 p.m. met with the group as a whole. The questionnaires were passed out and explained. This gave the participants the weekend to look over the questionnaire and answer questions which were understood by them. A time schedule was set up for the participants to meet for the interview. It was suggested that each participant bring the questionnaire to the interview and if any questions were not understood they would be clarified so they could complete them and turn them in at a later date. The interviews were conducted on Sunday afternoon, Monday afternoon and evening, and Tuesday afternoon and evening. Many of the participants were interviewed individually but, whenever possible, when interests were comparable they were interviewed in small groups.

By 9:00 a.m. Wednesday morning, 33 of the 34 questionnaires were completed and turned in. The last one was turned in on Thursday morning. The interviewer spent all of Wednesday and Thursday tabulating the data on the questionnaires and in listing objectives for each participant on which they wished more information. A summary of the tabulation for each objective was prepared and this, along with the listing of objectives about which the participants wanted more information, was presented to Mr. Horlacher for his guidance during the remainder of the training course.

RECOMMENDATIONS DEALING WITH THE ORIENTATION PROCEDURE

The questionnaires which were passed out to the participants contained a total of seven questions dealing with orientation and covered three pages. Answers to the first four questions are submitted in tabular form in the table on the next page. Answers to questions 6 and 5 and 7 are discussed on the following pages.

The first four questions read as follows:

1. How much time did you spent with the ICA Mission in your country for orientation before coming to the U.S.? Give number of hours _____ or number of days _____.
2. Did someone in the ICA Mission in your country discuss the objectives of your study program in the U.S. with you in detail? Yes or no _____.
3. Did anyone in the ICA Mission in your country give you some information about life and customs in the United States? Yes or no _____.
4. How satisfactory was the program of orientation in Washington
 - a. with the International Cooperation Administration? (Check one of the answers below)

Excellent _____ Good _____ Fair _____ Poor _____
 - b. with the Washington International Center? (Check one of the answers below)

Excellent _____ Good _____ Fair _____ Poor _____
 - c. with the U. S. Department of Agriculture? (Check one of the answers below)

Excellent _____ Good _____ Fair _____ Poor _____

For the sake of brevity, replies are listed by countries in the following table:

QUESTIONS

Country	No. of Part.	1	2		3		4			
		Av. No. of Hrs.	Yes	No	Yes	No	Excell.	Good	Fair	Poor
Bolivia	1	8	1		1			a-1 b-1 c-1		
Brazil	7	4	4	3	5	2	a-3 b-3 c-5	a-4 b-4 c-2		
Formosa	3	*	3		3		a-3 b-3 c-3			
El Salvador	1	8	1			1	c-1	a-1 b-1		
Iran **	3	0	1	2		2	b-1 c-1	a-1 b-1 c-1		
Philippines	14	4.8	5	9	13	1	a-5 b-3 c-5	a-9 b-11 c-9		
Spain	1	0		1		1			c-1	a-1 b-1
Thailand	3	***	1	2	3		a-1 b-1 c-1	a-2 b-2 c-2		
Vietnam	1	0		1		1	a-1 b-1 c-1			
Totals	34		16	18	25	8	a-13 b-12 c-17	a-18 b-20 c-15	c-1	a-1 b-1

* The three participants from Formosa indicated that they had from 90 - 100 days' orientation before departure.

** One participant from Iran arrived late and spent only 1 day in Washington.

*** The three participants from Thailand indicated that they had from 30 to 60 days' orientation before departure.

Questions five and seven are almost identical so the replies are discussed as if they were one question. Question No. 6 reads as follows:

6. What kind of orientation did you have before you left your country or in Washington which has been most helpful to you in your experiences in the United States?

The replies to this question were varied, but in general they stressed the following points:

- a. Life and customs of the American people
- b. History of the United States and the development of its agriculture
- c. Functions of the American Government
- d. American traditions
- e. American foods
- f. Bird's-eye view of extension work
- g. Understanding of the geographical characteristics of places to be visited
- h. Information about -
 - Checks and travel authorization
 - Mail and postage rates
 - Use of transportation facilities
 - Location of important places - shopping centers, churches, laundries, barber shops, etc.
 - Keeping appointments
 - Giving tips
 - Manner of dressing
 - Use of telephone
 - General rules of behavior
 - Table manners
 - Home visits

Questions 5 and 7 read as follows:

5. What suggestions do you have which might improve orientation programs for other foreign technicians like yourself coming to the United States to study?
7. What kind of orientation do you feel would be most helpful to other foreign technicians coming to the United States to study?

In discussing improvements and general changes in the orientation process as recommended by the participants, the interviewer wishes not only to call attention to the replies given on the questionnaires but also to insert ideas secured from the participants in interviews with them. Suggestions of major importance will be listed first to be followed by the recommendations of each participant.

MAJOR SUGGESTIONS

1. The first day after arrival should be given over to rest or to going on sightseeing tours rather than attending meetings and listening to talks. This suggestion was made by the Filipino group and later approved by representatives from other Far East countries. Their reasons for making this suggestion is sound. It is based on the 11 to 12 hour difference in time schedules between the Far East and Washington, D. C. Washington has daylight hours while the Far East is asleep. They would like to have at least one day or two to help become adjusted to the change. When they attend meetings the very first day after arrival, it is difficult to stay awake and as a result, remember little about what is discussed.
2. Separate those that have no command of English from those that understand English for orientation meetings. Questions asking for repetition of statements disturb the other participants as well as the speaker. Having one or more interpreters giving simultaneous interpretations is also disturbing.
3. Hold lectures or talks to 45 minutes instead of the usual hour. Have 15-minute recreation periods between talks so that participants may become better acquainted with each other.
4. Most of the Filipino group and the participant from Spain considered the program given at the Washington International Center a duplication of what they already knew. American History is taught in all schools in the Philippines. The man from Spain spent a number of months in the United States 8 years ago and knows its history and customs.
5. Duplication of subjects discussed at the Washington International Center and the U. S. Department of Agriculture should be avoided.
6. Embassies are not furnished lists of participants. They should be advised about all programs and all participants. They should participate in orientation program.
7. Distribute literature on subjects to be discussed the day before the talk is given to permit participant an opportunity to review it ahead of time.
8. Make use of more visual aids in telling the orientation story, such as movies, slides, charts, etc.

IMPROVING ORIENTATION PROGRAMS

Following is a brief statement as made by the various participants for improving Orientation Programs:

Bolivia

Mendoza - Orientation very good.

Brazil

- Da Costa - Better orientations on rates of subsistence.
Home country said \$8 to \$12.
ICA said \$7 to \$12.
USDA said \$7 to \$8 to \$12.
He has received \$10.00.
Balance of orientation very good.
- De Souza - More preliminary orientation.
More discussion of objectives.
Washington program O.K.
- Gazinelli - Locate in areas similar to home country.
Texas, New Mexico, and Louisiana suggested.
- Lobo - Needed more training in English. Arrange study
program to cover complete crop cycle.
ICA Brazil did discuss American life and customs
which was very helpful.
- Rodrigues - Participants should have complete purpose and objectives
of program before coming to the States.
Know about scholarship long time ahead of coming to U.S.
so he can study English. Needs to know life and customs
in U. S. Needs to know about teaching methods in Land-
Grant Colleges.
- Sippel - Knew about American life and customs from films and
from talking to many Americans and through reading.
ICA Brazil gave information on spending money.
Need more orientation about American agriculture.
- Stolf - Select trainee with good working knowledge of spoken and
written English.
Present orientation program in Washington highly
satisfactory.

Formosa

- Tsai - 1. More detailed orientation.
2. More about States to be visited.
3. Introduction of reference books.
4. An opportunity to discuss objectives with project
specialists.
5. More information about special fields of activity
and about their programs.
6. Introduction to reference books.
- Yeh - 1. More information about life and customs in U. S.
and about farm life.
2. History of great men in U. S. history.
3. National policy more in detail.
4. More about social customs and social status of
American women.
5. More about U. S. educational systems.

Wang

1. Distribute printed material before talks.
2. More about major lines of interest of individuals.

El Salvador

Chacon

1. To have advanced information about places to be visited.
2. General information concerning number, type and size of farms.

Iran

Hashemi

1. Use more time for orientation.

Khatibi

1. Had only 1 day in Washington for orientation.

Samii

1. It should not be repetitive.

Philippines

Cruz

1. Shorten lectures from 1 hour to 45 minutes.
2. To introduce 15-minute recreation period between talks.
3. Inform participants of different States to be visited before leaving home countries.
4. Participant should know special interests of people she meets so she will know what information she would give them in talks.
5. Right kind of dress to wear in U. S.

Galvez

1. Plan program of participants as early as possible so they can start study program on arrival.
2. Give 15 minute recreation period between talks so participants can become acquainted with each other.
3. Brief participants on places where proper clothes may be purchased at reasonable prices.
4. Give orientation on:
 - a. Use of telephone.
 - b. Riding public buses.
 - c. Buying apparel.
 - d. Places where to cash checks.
 - e. Bird's-eye view of study program so they can be prepared to meet them.

Medina

1. Shorten lecture periods to 45 minutes.
2. Introduce recreation period between talks.
3. Encourage more participation by participants.
4. To know States to be visited and things to study before leaving home country.
5. To know what kind of clothing needed, color and design to wear at different seasons.
6. To know what American people would like to know about participant's home country.

Bolivar

1. First day of orientation should cover housing, eating places, laundry service, churches, etc.
2. First 2 days should not be crowded with lecture following lecture--should be sandwiched with something different to keep trainees from sleeping--give time for adjustment.
3. Printed matter on subjects to be discussed should be distributed ahead of talks.
4. Trainees should be grouped according to knowledge of English.
5. Explain social customs and social behavior--things which will help trainee avoid embarrassing situations, such as the Negro problem in Southern States.
6. More conducted tours.
7. More on American economic conditions and U. S. foreign policy.

Canlas

1. Avoid duplication of subject matter.
2. Training program planned ahead of time so trainee can study them.
3. Lectures shorter.
4. First 2 to 3 days mostly outside so trainee can become adjusted.
5. Grouping according to understanding of English.

Galado

1. Omit programs on American history. Use time on tours to points of interest and places frequently visited, such as cafeterias, etc.
2. Divide group according to understanding of English.
3. Have more get-acquainted affairs.

Flores

1. Subjects discussed at Washington International Center should not be duplicated in U. S. Department of Agriculture.
2. Distribute printed material ahead of talks.
3. More guided tours.
4. Need predeparture orientation on "Life in U.S." with emphasis on Western ways and what should be avoided.

Pacion

1. Visual aids--movies, slides in between lectures, perhaps on subjects directly connected with lectures.
2. One lecture in morning followed by field trip.
3. Distribute printed material day before lectures.

Rolle

1. First day should be devoted to nothing but tours, to give participant time to adjust.
2. Group trainees on basis of understanding of English.
3. Customs and traditions of American people.
4. Foreign policy.
5. Laws having direct bearing on participant while in U.S.

Sibal

1. Give more time and rest to become adjusted.
2. Tour before each subject to be discussed.
3. Discuss program of orientation with trainee before starting.
4. Divide groups on basis of English. Participants should understand English before coming to U.S.

Tadina

1. Program as given very satisfactory.

Vea

1. Information on important places to be visited on tours should be given before starting on tour.
2. Schedules should not be tight--give trainee chance to become adjusted and rested.
3. Give glimpse of economic life of U. S. people. Special emphasis on American customs and traditions which will aid trainee to avoid embarrassing situations.

Alba

1. Avoid formal classroom situations. Make discussions informal.
2. Embassies not even furnished list of trainees. They should be advised of all programs and participants and should participate in orientation of participant.

Espino

1. Trainee should have reasonable proficiency of English prior to arrival.
2. While in U. S. they should have some orientation on American history, customs and traditions.

Spain

Bermejo

1. To suppress it--instead make sure participant understands English. "I think the orientation is a regrettable waste of time."

Thailand

Charernpakdi

1. Know English language.
2. Life customs, history, geography of U. S.

Kongsar

1. Separate into two groups on basis of understanding of English.
2. Essential American customs and ideas.

Suvarnajata

1. Should understand English better. Take an English course.
2. Specialize knowledge for each participant.
3. More information about their jobs and how to study abroad.

Vietnam

Thuong

1. Avoid duplication of subject matter.
2. More tours and travel.

COMPLETION OF OBJECTIVES

The program and itinerary listed a number of objectives for the 5-week program of field experience in Mississippi and Kentucky and for the 4-week short course study program at the University of Kentucky. In order to secure an evaluation as to how effectively each of these objectives have been met, the questionnaire listed each of the objectives and asked for the participants to designate the degree of completion.

Just below each of the objectives the following question appeared:

How well do you feel the objective has been met? Check one.

Completely _____ Mostly _____ Partially _____ Very Little _____ None _____

In a few cases the participants were asked to circle certain activities or events they had observed and understood.

The following is a restatement of each objective and a summary tabulation of the replies.

NOTE: Two trainees did not participate in the 5 weeks of field study; therefore, only 32 participants gave answers to this part of the questionnaire.

YOUR PROGRAM LISTED SOME OBJECTIVES FOR THE VARIOUS PARTS OF THE SPECIAL SHORT COURSE ON "AGRICULTURAL AND HOME ECONOMICS EXTENSION." THE FOLLOWING QUESTIONS RELATE TO THE OBJECTIVES FOR THE FIELD EXPERIENCE AND GENERAL ORIENTATION (August 29 to September 30, pages 24 and 25 of the program and itinerary):

THE OBJECTIVES FOR YOUR FIELD EXPERIENCES AND GENERAL ORIENTATION ARE LISTED BELOW WITH QUESTIONS ABOUT EACH OF THESE OBJECTIVES.

1. To become familiar with the general history, organization, functioning and accomplishments of a State Land-Grant College; the agriculture, industry, and the people of the State.

How well do you feel this objective has been met? (Check one)

Completely 11 Mostly 18 Partly 3 Very Little -- None --

2. To have an opportunity to view the college campus, the experiment station and the facilities which are available for teaching and research work both on and off the campus.

How well do you feel this objective has been met? (Check one)

Completely 12 Mostly 17 Partly 4 Very Little -- None --

3. To have an opportunity to tell college people about your own country and the problems which you must deal with in your country.

How well do you feel this objective has been met? (Check one)

Completely 3 Mostly 12 Partly 11 Very little 1 None 4

4. To observe the relationships, interdependence and coordination of research, teaching and extension in the Land-Grant College.

How well do you feel this objective has been met? (Check one)

Completely 11 Mostly 18 Partly 3 Very little -- None --

5. To review the many services rendered by the college to rural people, including such activities as:

Farm and home weeks 5 Rural youth camps 5 Short courses 13

Home improvement contests 8 Fairs 26 Soil Testing 27

Seed analysis 24 Fertilizer and feed inspection 22

(Please put a circle around the ones you have observed.)

Please list others of special interest to you that you have observed.
21 listed additional activities observed.

6. To observe the training and preparation given to students who are to become extension workers, vocational agriculture and home economics instructors, and other persons who work with rural people.

How well do you feel this objective has been met? (Check one)

Completely 4 Mostly 5 Partly 3 Very little 5 None 10

7. To study the methods of developing and maintaining good public relations and the importance of public and private support for the college and its three major phases of activity (research, teaching and extension).

How well do you feel this objective has been met? (Check one)

Completely 9 Mostly 13 Partly 6 Very little 4 None --

8. To become familiar with how the activities of a State Department of Agriculture are related to, and coordinated with, the activities of the Land-Grant College.

How well do you feel this objective has been met? (Check one)

Completely 6 Mostly 20 Partly 4 Very little 1 None --

THE OBJECTIVES FOR YOUR RURAL FAMILY LIVING EXPERIENCES ARE LISTED BELOW WITH QUESTIONS ABOUT EACH OF THESE OBJECTIVES. (Page 25 of your program and itinerary.)

1. To acquire an understanding of the social and economic aspects of American farm family and rural community life.

How well do you feel this objective has been met? (Check one)

Completely 7 Mostly 16 Partly 8 Very little 1 None --

2. To live for a short period with one or more well-chosen farm families who have benefited from extension programs.

How much time did you spend living with a farm family? No. of days

Mississippi - 16 participants averaged $6\frac{1}{2}$ days living on a farm.
Kentucky - 12 participants averaged $2\frac{1}{2}$ days living on a farm. One reported 11 days, one reported 14 days, two reported none.

Was this experience of value to you in understanding American farm family life? Yes 29 No 1

Was this experience of value to you in understanding how farm families benefit from extension work? Yes 28 No 2

3. To attend with members of the farm family local community activities such as;

Meetings of farm organizations 17 Home demonstration clubs 22

4-H Clubs 19 Picnics 12 Discussion groups 17
Agricultural Fairs 22

(Please put a circle around any of these activities which you attended.)

List any other activities which you attended during the time you spent with a farm family. 21 listed additional activities attended.

THE OBJECTIVES FOR YOUR COUNTY EXTENSION OFFICE EXPERIENCE ARE LISTED BELOW WITH QUESTIONS ABOUT EACH OF THESE OBJECTIVES. (Pages 25 and 26 of your program and itinerary.)

1. To become familiar with the organization and functioning of a county extension office.

How well do you feel this objective has been met? (Check one)

Completely 12 Mostly 15 Partly 5 Very little -- None --

2. To work directly with county extension agents to observe in detail the various activities which go to make up an integrated county extension program - agriculture, home economics and youth.

How well do you feel this objective has been met? (Check one)

Completely 7 Mostly 14 Partly 8 Very little 2 None 1

3. By working with county extension personnel to observe participation of farm people in program planning. (Sit in on a group planning meeting if possible.)

How well do you feel this objective has been met? (Check one)

Completely 7 Mostly 10 Partly 6 Very little 3 None 6

4. Observe participation of farm women in extension programs and observation of how modest homes can benefit from extension recommendations.

How well do you feel this objective has been met? (Check one)

Completely 9 Mostly 8 Partly 7 Very little 6 None 1

5. Observe 4-H community activities; how youth groups can lead in needed community improvements.

How well do you feel this objective has been met? (Check one)

Completely 3 Mostly 9 Partly 13 Very little 5 None 1

6. Observe the delegation of authority and responsibility in extension work, including the wide latitude given to agents in program development.

How well do you feel this objective has been met? (Check one)

Completely 7 Mostly 15 Partly 7 Very little 1 None 0

7. To observe that basically extension work is a device for helping farmers do for themselves, rather than doing for them.

How well do you feel this objective has been met? (Check one)

Completely 12 Mostly 18 Partly 1 Very little -- None 1

8. To study methods used in extension work.

How well do you feel this objective has been met? (Check one)

Completely 7 Mostly 15 Partly 8 Very little 2 None --

9. To observe informational media used in extension education.

How well do you feel this objective has been met? (Check one)

Completely 9 Mostly 8 Partly 14 Very little 1 None --

10. To visit teachers and students of vocational agriculture and home economics in local high schools.

How well do you feel this objective has been met? (Check one)

Completely 6 Mostly 7 Partly 10 Very little 6 None 3

11. To observe the local services rendered by such organizations as:

Soil Conservation Service Districts 24 Farmers Home Administration 15

Production Credit Association 16 Farmers Cooperatives 19

Home Demonstration Councils 13 Home Economics Associations 10

(Please put a circle around any of these services which you have observed.)

List any other organizations whose services you have observed.

20 listed additional organizations whose services were observed.

YOUR PRESENT 4-WEEK STUDY COURSE IN COOPERATIVE EXTENSION WORK HAS NOT BEEN COMPLETED BUT IT IS OF INTEREST TO KNOW HOW WELL IT IS MEETING YOUR NEEDS. THE OBJECTIVES FOR THIS 4-WEEK STUDY COURSE (October 3 to 28) ARE LISTED BELOW WITH QUESTIONS ABOUT EACH OF THESE OBJECTIVES. (Pages 27 and 28 of your program and itinerary.)

1. To study applied principles of extension education.

How well do you feel this objective has been met so far? (Check one)

Completely 6 Mostly 24 Partly 3 Very little -- None --

2. To study how extension works, such as:

The organization 34 Financing 30 Duties and qualifications of workers 34

Relationship with Government agencies and other organizations 26

(Please put a circle around the subjects you have studied so far and understand.)

Are there any of these subjects which you feel need to be emphasized during the remainder of the course? If so, which ones? 15 listed subjects for further study.

3. To study how extension works, such as:

Objectives and philosophy 34 Building extension programs 31

Public problems and rural policy 30 Procedures in program building 30

Carrying out the programs 28 Development of leadership 18

Reports and evaluation 12

(Please put a circle around the subjects you have studied so far and understand.)

Are there any of these subjects which you feel need to be emphasized during the remainder of the course? If so, which ones? 13 listed subjects for more emphasis.

4. To study extension methods, such as:

Demonstrations 31 Personal contacts 27 Meetings and conferences 29

Visual aids and photography 20 Publications 20 Letters 13

Press and radio 18

(Please put a circle around those methods you have studied and understand.)

Are there any of these methods which you feel should be emphasized during the remainder of your program? If so, which ones? 12 listed methods for additional emphasis.

5. To study local extension office management.

How well do you feel this objective has been met so far?

Completely 7 Mostly 13 Partly 8 Very little 3 None --

6. To study benefits of extension work, such as:

Progress in agriculture and homemaking 26

Expansion of rural leadership 17

Increased community participation in rural development 20

(Please put a circle around the subjects you have studied and understand.)

Are there any of these subjects which you feel should be emphasized during the remainder of your program? If so, which ones? 13 listed subjects for additional emphasis.

FURTHER TRAINING DESIRED IN FOLLOWING OBJECTIVES
AS TAKEN FROM QUESTIONNAIRE AND IN PERSONAL CONFERENCES
AS REPORTED BY EACH PARTICIPANT

BOLIVIA

Luis Antonio Mendoza

1. Financing and relationship with government agencies and organizations.
2. Reports and evaluation.
3. Development of leadership.
4. Letters, press, and radio.

BRAZIL

Henrique Pinto Da Costa

1. Desires more information about extension administration.
2. More information of extension methods.
3. Better knowledge of American life.

Arnaldo Gazzinelli

1. Only additional study needs are on rural credit which he will secure during the last phase of his program.

Helio Hugo Lobo

1. No additional extension objectives listed. His principal interest is in grain storage, study of which will be taken up at the close of the present program.

Hans Georg Sippel

1. More information on administration.
2. His remaining needs deal with supervised credit, plant disease and pest control and use of fertilizers, all of which he will study in the next phase of his program.

Luis A. C. DeSouza

All objectives being satisfactorily met under present program.

Odracir Stolf

1. No additional needs in extension.
2. Other objectives desired will be studied following present short course. This will deal largely with agricultural economics.

Josemar Ferraz Rodrigues

1. Local extension service management.
2. Development of leadership.
3. Farm and home planning.
4. Relationship of extension service with government service.

EL SALVADOR

Jaime A. Chacon

1. Extension administration - budgets and supervision.
2. Management of county offices.
3. Training field personnel.

FORMOSA

Hai-tu Tsai

1. A general review of all objectives.
2. Books on extension and where he can purchase them.
3. Application of extension in Formosa.
4. Information on rice culture.

Rai-I Yeh

A number of objectives listed for more study, but practically all of them will be included in his program following this short course. A few that he lists may still be covered before the end of November, such as:

1. Study of 4-H Club movement.
2. Comparison of extension in U.S.A. and Formosa.
3. Methods used.
4. Publications for farmers and homemakers.
5. Visual aids.
6. Machinery used in farm operations.

Yi-Tao Wang

Most objectives still of interest will be studied in continuing program. Here are a few which may be touched on in the present short course.

1. Rights of Federal, State and county extension offices and are their programs well coordinated.
2. Are there conferences between teaching, research, and extension groups?
3. Is it difficult to learn the merits of extension units-workers?
4. Since extension work is voluntary does its effects spread slowly?
5. Are county extension workers welcomed by most farm families?
6. Why do we use the word "cooperative" extension work.

IRAN

Madjd'din Hashemi

1. More information on youth and 4-H Club work.
2. Desires to see county agent in action in the field--making farm visits, how he conducts meetings, tours, etc. His present experience has been entirely observing county agent at work in his office.

Nosratollah Khatibi

1. By the end of the present short course he feels sure his needs about general extension work will be met.
2. Following the present program, he desires to study agricultural economics in preparation for his work on return to Iran where he will serve as the extension specialist in agricultural economics.

Zarah Mir Saed Samii

1. More information about youth work.
2. No other objectives for continued study listed except the "public administration and agricultural development" program at Washington.

PHILIPPINES

Juanita M. Cruz

1. Selection and training leadership.
2. Home improvement in rural areas among poor families.
3. Media of information.
 - a. Publications.
 - b. Letters.
 - c. Press release.
 - d. Audio-visual aids.
4. Crafts on metal work.
5. Observation of packing and canning work.
6. How extension helps poor families.
7. Recreation.
8. 4-H Club activities.

Felicidad A. Galvez

1. To study food processing, especially food preservation and canning.
 - a. To observe canning and processing plants.
 - b. To work if possible to gain experience.
 - c. Work 2 days in food lab.
2. To study housing projects - especially rural, including proper interior and exterior decorations and correct storage.
3. Extension
 - a. Modern trends - labor-saving devices.
 - b. Crafts - ceramics - metal work.
 - c. Recreation.
 - d. Leadership training and work.
 - e. To observe work with colored people.
4. Work 2 days in textile lab.
5. One day flower arrangement.
6. One day with Miss Weldon.

Amadea E. Medina

1. Selection of leaders and training in leadership.
2. Home improvement among poor people.
3. Some media of information.
 - a. Letters.
 - b. Press release.
 - c. Use of posters.
 - d. How audio-visual aids may be made most effective.
4. Handicrafts in metal work and making seat covers from corn shafts.
5. How the extension service helps poor people.
6. Observation of packing houses.
7. Observation of canning, particularly preparation of ketchup and crab meat.
8. Recreation.
9. 4-H Club activities.

Guillermo L. Canlas

1. To see and gain knowledge about different industries and business operations in the United States.
2. To see modern orchards - big experiment stations - plant nurseries.
3. To see some big cities and different walks of life.

4. Public speaking through radio, TV, and different organizations.
5. Home industries and business organizations, such as canning factories.
6. Farm management.
7. To see more homes and farms of poor people.

Elpidio F. Galado

1. Planning and programing in agricultural extension.
2. Selection of leaders and leader training.
3. Soil testing and soil conservation.
4. Pastures and pasture improvement.
5. 4-H Club activities.

Salvador T. Pacion

1. Methods of evaluation in extension.
2. Truck gardening.
3. Reclamation projects.
4. Orchards and Filipino farmers in the United States.

Pio A. Tadina

1. Extension techniques used in bringing about successful community development.
2. Effective media used by extension in bringing results of research to rural people.
3. Observe techniques and methods in successful agricultural industries, such as:
 - a. Truck farming in California.
 - b. Truck gardening in California.
 - c. Fruit production in California.
4. Pineapple, sugarcane, vegetables in Hawaii.
5. Irrigation projects and reclamation program in California.

Nicomedes C. Flores

1. Planning program of integrated activities in farm and home development.
2. Phases of youth activities.
 - a. Phases of supervisors and follow-up.
 - b. Evaluation of 4-H programs.
 - c. Integration of 4-H activities in community development.
 - d. Selection and training of youth leaders.
 - e. Organization and conduct of youth activities in 4-H Club Camps, National 4-H Club Congress.
3. Evaluation of county extension and supervisory program.
4. Practices in successful orcharding, gardening, and rice culture.

Salvador F. Bolivar

1. How 4-H'ers conduct regular and special meetings.
2. Leadership selection and training - adult and junior leaders.
3. 4-H activities and connection with community development.
4. How club members conduct home projects and follow-up by leaders and extension agents.
5. Ways and means used to help desirable boy or girl to start in club work.
6. Organization of advisory council.
7. Conducting demonstrations.
8. Evaluation of accomplishments.
9. Preservice and inservice training of extension workers.

10. Social and economic conditions of farm family.
11. Would like to see more on poultry and swine raising in connection with 4-H Club work.
12. To see more farms of low-income people.

Santiago M. Rolle

1. Needs more study in agricultural extension administration with special emphasis on program planning.
2. To learn more about financing and budgeting procedure and technique--preparation of annual budget.
3. To get a clearer understanding of the organization, objectives and philosophy of extension.
4. Evaluation of techniques.
5. Advantage of having Dean and Director of Agriculture in charge of all three phases of activity--teaching, research, and extension.

Note by Leker: Perhaps a few special appointments could be made during the final 2 weeks in Lexington to cover some of the above points. It is too bad that Rolle's program is being terminated at the end of November. His government or the mission must have some good reason.

Narciso S. Sibal

1. More training in extension organization and methods.
2. Selection and training of local leaders.
3. Evaluation.
4. Collecting of agricultural statistics.
5. Methods used in introducing improved farm practices with rice, corn, sugarcane, citrus fruits, vegetables, poultry, swine and cattle.
6. Marketing of farm products, especially rice.
7. To see the United Nations.
8. How does an extension agent approach a farmer or homemaker who does not seem interested.

Telesforo A. Vea

1. Selection and development of local leaders.
2. Use of visual aids, press and radio.
3. Use of physical resources and manpower in community improvement.
4. Pasture management.
5. Improved horticultural practices on rice, sugarcane, ramie, and vegetables.
6. Marketing of farm products.
7. Fairs and exhibits.

George Ureta Alba

No particular problem.

Romeo Cesar Espino

No particular problem.

SPAIN

Antonio Z. Bermejo

1. Economic "weight" of the Extension Service in the U. S. Society.
2. Transparent plastic embedding of insects, leaves, and organs.
Note: Will try to arrange this in Washington.
3. Irrigation methods.
Note: Will study this in Arizona.

THAILAND

Jadoon Kongsar

1. How did America deal with rural problems 50 to 100 years ago?
2. Rural sociology.
3. General review.

Pinit Suvarnajata

1. Basic general agricultural knowledge pertaining to field crops, fertilizers, soils, etc.
2. Objectives about extension quite well met.

O-Pas Charernpakdi

1. Objectives about extension quite well satisfied.
2. Additional objectives will be studied in program which follows.

VIETNAM

Miss Ducng thi Thuong

1. More information on canning of fruits and vegetables.
2. Information on dry cleaning.
3. Relationship of extension with government agencies and other organizations.
4. More information on reports, evaluation, public problems and rural policy.

ACKNOWLEDGMENTS AND RECOMMENDATIONS

Andrew J. Nichols and Virginia Wilson of the Foreign Agricultural Service, and P. K. Hooker of the Foreign Student Branch, Federal Extension Service, gave valuable assistance in the preparation of the evaluation questionnaire and in recommending procedures to be followed in conducting interviews. Miss Wilson was responsible for the completion of the questionnaire and having it duplicated.

Dean L. J. Horlacher, Technical Leader for the group, gave full cooperation and assistance in helping arrange for the interview sessions and as time permitted assisted with some of the interviews. He had the wholehearted support of the entire University in the conduction of the short course program.

The participants seemed pleased to have this opportunity to discuss their problems with a representative of the Washington office. They not only were glad to discuss their problems, which often were few, but they also took pleasure in talking about things learned and observed and how much they appreciated everything that was being done for them. The morale of this group of participants was exceptionally high. It spoke well of the fine direction and supervision they had received from the State people.

The 34 questionnaires and a copy of this report are being turned over to Miss Virginia Wilson, Foreign Agricultural Service, for further review and analysis. This will enable her to combine the findings of this study with other studies of like nature and prepare a consolidated report.

It is recommended that midprogram interviews and evaluation studies be made with as many groups and individuals as possible. The findings are of much value to the participants in helping them gain much more knowledge about their objectives. They are also of help to State and Federal officials in the planning and conducting of programs which will be of greatest assistance to the participants.

